

A. R. Rucker Middle

422 Old Dixie Road
Lancaster, SC 29720

Grades 6–8 Middle School

Enrollment 637 Students

Principal Jonathan D. Phipps 803–416–8555

Superintendent Patricia K. Burns 803–286–6972

Board Chair Lisa T. Bridges 803–286–6972

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	28	14	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Average	Below Average	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Below Average	No

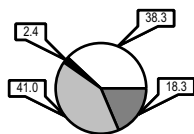
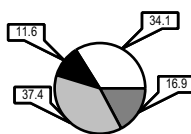
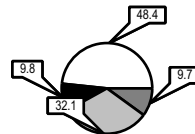
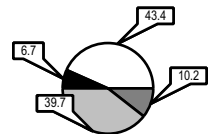
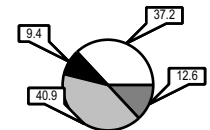
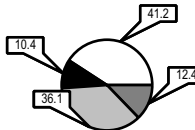
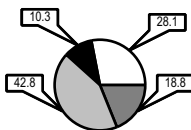
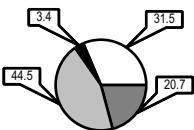
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	616	99.7	38.3	41.0	18.3	2.4	31.2	No	Yes
Gender									
Male	305	99.7	43.9	41.2	13.5	1.4	24.6		
Female	311	99.7	32.6	40.9	23.0	3.4	37.8		
Racial/Ethnic Group									
White	280	100.0	20.0	47.2	29.1	3.8	47.9	Yes	Yes
African American	328	99.4	54.5	35.4	8.8	1.3	16.2	No	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	540	99.8	33.5	43.1	20.6	2.7	34.9		
Disabled	76	98.7	72.9	25.7	1.4	0.0	4.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	616	99.7	38.3	41.0	18.3	2.4	31.2		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	614	99.7	38.2	41.0	18.3	2.4	31.3		
Socio-Economic Status									
Subsidized meals	362	99.7	54.7	37.8	6.6	0.9	12.9	No	Yes
Full-pay meals	254	99.6	16.2	45.3	34.0	4.5	55.9		

Mathematics – State Performance Objective = 36.7%									
All Students	616	99.5	34.0	37.5	16.9	11.6	37.7	Yes	Yes
Gender									
Male	305	99.7	37.7	36.0	14.5	11.8	35.6		
Female	311	99.4	30.3	39.0	19.3	11.4	39.7		
Racial/Ethnic Group									
White	280	100.0	17.4	38.1	24.9	19.6	55.8	Yes	Yes
African American	328	99.1	49.2	36.8	10.1	3.9	21.5	No	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	540	99.6	28.7	40.9	17.5	13.0	40.7		
Disabled	76	98.7	72.9	12.9	12.9	1.4	15.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	616	99.5	34.0	37.5	16.9	11.6	37.7		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	614	99.5	34.1	37.4	17.0	11.4	37.6		
Socio-Economic Status									
Subsidized meals	362	99.5	48.8	38.3	9.3	3.6	21.1	No	Yes
Full-pay meals	254	99.6	14.2	36.4	27.1	22.3	59.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	616	99.5	48.4	32.1	9.7	9.8	19.5
Gender							
Male	305	99.7	47.8	32.2	9.0	11.1	20.1
Female	311	99.4	49.0	32.1	10.3	8.6	19.0
Racial/Ethnic Group							
White	280	100.0	28.3	38.1	15.8	17.7	33.6
African American	328	99.1	66.8	26.7	3.9	2.6	6.5
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	540	99.6	43.6	34.8	10.8	10.8	21.6
Disabled	76	98.7	82.9	12.9	1.4	2.9	4.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	616	99.5	48.4	32.1	9.7	9.8	19.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	614	99.5	48.5	31.9	9.7	9.9	19.6
Socio-Economic Status							
Subsidized meals	362	99.5	67.2	25.9	4.5	2.4	6.9
Full-pay meals	254	99.6	23.1	40.5	16.6	19.8	36.4

Social Studies							
All Students	616	99.4	43.3	39.8	10.2	6.7	17.0
Gender							
Male	305	99.7	42.6	39.4	10.7	7.3	18.0
Female	311	99.0	43.9	40.1	9.7	6.2	15.9
Racial/Ethnic Group							
White	280	100.0	26.4	46.4	15.8	11.3	27.2
African American	328	98.8	58.5	34.3	4.6	2.6	7.2
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	540	99.4	39.4	42.3	11.0	7.3	18.3
Disabled	76	98.7	71.4	21.4	4.3	2.9	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	616	99.4	43.3	39.8	10.2	6.7	17.0
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	614	99.4	43.2	39.9	10.1	6.8	16.8
Socio-Economic Status							
Subsidized meals	362	99.2	58.6	35.3	3.3	2.7	6.0
Full-pay meals	254	99.6	22.7	45.7	19.4	12.1	31.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	252	99.6	53.9	27.3	15.5	3.3	18.8
	7	231	100.0	39.6	43.2	15.0	2.2	17.2
	8	186	100.0	49.2	36.9	12.8	1.1	14.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	193	99.5	45.9	35.0	15.3	3.8	19.1
	7	212	99.5	38.0	43.5	17.5	1.0	18.5
	8	211	100.0	31.5	44.2	21.8	2.5	24.4
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	252	100.0	34.1	37.0	17.1	11.8	28.9
	7	231	100.0	44.1	33.0	15.0	7.9	22.9
	8	186	100.0	60.7	25.3	9.0	5.1	14.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	193	99.5	21.9	39.3	24.0	14.8	38.8
	7	212	99.1	42.7	27.1	16.1	14.1	30.2
	8	211	100.0	36.5	46.2	11.2	6.1	17.3
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	193	99.5	49.7	30.6	7.7	12.0	19.7
	7	212	99.1	50.8	30.7	8.5	10.1	18.6
	8	211	100.0	44.7	35.0	12.7	7.6	20.3
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	193	99.5	38.8	41.5	10.4	9.3	19.7
	7	212	99.1	50.8	33.7	10.1	5.5	15.6
	8	211	99.5	39.8	44.4	10.2	5.6	15.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 637)				
Students enrolled in high school credit courses (grades 7 & 8)	23.9%	Down from 24.9%	17.3%	15.5%
Retention rate	1.9%	Down from 4.7%	3.4%	3.0%
Attendance rate	94.6%	Up from 93.7%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%	Down from 3.6%	4.9%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%	Down from 3.6%	4.7%	4.6%
Eligible for gifted and talented	19.0%	Up from 16.3%	17.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.3%	Up from 12.2%	13.9%	13.6%
Older than usual for grade	2.2%	Down from 3.4%	4.9%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Up from 1.6%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	42.0%	Down from 47.8%	46.8%	51.8%
Continuing contract teachers	70.0%	Down from 71.7%	80.2%	78.1%
Highly qualified teachers	90.5%	Down from 97.2%	91.7%	89.6%
Teachers with emergency or provisional certificates	10.8%	Down from 16.7%	4.0%	6.0%
Teachers returning from previous year	86.5%	Up from 83.2%	86.5%	85.4%
Teacher attendance rate	92.5%	Down from 94.0%	95.1%	94.9%
Average teacher salary	\$38,688	Up 4.4%	\$41,468	\$41,328
Prof. development days/teacher	16.5 days	Up from 15.5 days	11.5 days	11.5 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	3.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 18.9 to 1	22.1 to 1	21.3 to 1
Prime instructional time	85.6%	Down from 86.6%	89.2%	89.3%
Dollars spent per pupil*	\$5,279	Down 8.9%	\$5,839	\$6,022
Percent of expenditures for teacher salaries*	62.5%	Up from 62.1%	60.9%	61.7%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	Up from 89.6%	96.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	82.6%		89.4%	
Highly qualified teachers in high poverty schools	55.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Throughout the 2004-2005 school year, A.R. Rucker focused on continued school improvement. A highlight of the year was receiving the Red Carpet Award, an award that validated our efforts to create a welcoming climate for all of our stakeholders. Also, our continued implementation of the International Baccalaureate Middle Years Programme helped us stay focused on student achievement.

Another major focus on student improvement began in the fall as Rucker teachers analyzed standardized test data and survey results from parents, teachers, and students. The findings were developed into a report, and in March, members of the Southern Association of Colleges and Schools (SACS), the organization that accredits us as an institution for learning, visited the school to see the report in action. Below is a brief summary of some of that report:

As a school, we have worked to improve and offer more staff development for our teachers. We've also established an instructional leadership team whose focus will assist the school in making instructional decisions which are aligned with the school's beliefs, vision, and mission. By increasing efforts to help our students develop more personal and social responsibility, we also believe our students will achieve more academically.

In addition, we've identified three areas where we need to improve: 1) Learning to Learn Skills: we need to help students identify how they learn best; 2) Personal and Social Responsibility: we need to help students develop more responsibility for their actions; and 3) Leadership for School Improvement: we need an administration that works with the Instructional Leadership Team to implement programs that improve student achievement.

Although there is still plenty of room for improvement and much work remains to be done, the positive trends in achievement for our students give us greater confidence and serve as a motivating factor to stay the course in our commitment to continuous improvement.

Richard Gardner, Principal 2004-2005

Jonathan D. Phipps, Principal 2005-2006

Kimberly Mattevi, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	198	38
Percent satisfied with learning environment	76.3%	77.2%	67.6%
Percent satisfied with social and physical environment	86.8%	76.4%	73.7%
Percent satisfied with school-home relations	60.5%	84.5%	57.9%

*Only students at the highest middle school grade level at this school and their parents were included.